

Napley Lodge Farm Nursery

Inspection report for early years provision

Unique reference number	EY310660
Inspection date	09/03/2009
Inspector	Rachel Ruth Britten

Setting address	Napley Lodge Farm, Mucklestone Road, Norton-in-Hales, Market Drayton, Shropshire, TF9 4AL
Telephone number	01630 674366
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Napley Lodge Farm Day Nursery was registered in 2005. The setting is privately owned and operates from converted barns situated on a working dairy farm at the village of Norton in Hales, near Market Drayton. Children are cared for within four rooms located on two floors and have access to secure areas and countryside for outdoor activity. A maximum of 72 children aged under eight years may attend the setting at any one time. The setting is open five days a week from 07.30 to 18.00 all year round except bank holidays and one week at Christmas. Children attend from the local community and surrounding areas.

There are currently 104 children on roll aged from five months to 12 years. Of these, 94 are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. The setting also offers care to children aged over five years. This provision is registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The setting employs 12 members of staff including the manager. The provider has Qualified Teacher Status and the manager holds level four in child care. Five staff are qualified to level three in early years and two staff are qualified to level two. The remaining three staff are working towards a recognised early years qualification and the manager is completing the Foundation degree. In addition, the setting employs a cook. The setting receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

The quality of provision is good overall. The setting meets individual children's needs with a committed, well trained staff group who strive to provide the EYFS in strong partnership with parents. All children make carefully observed progress because key workers are supported by well organised leaders and managers. All policies and procedures of the service are regularly reviewed and take full account of parents' views to ensure that they remain effective and inclusive. The nursery is well integrated in a farm and rural community which particularly benefits children's experience of the world, independence and health. Continuous improvement is good because plans are practical, time limited and involve everyone.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to review and improve the use of indoor and outdoor space and organisation of resources to allow children greater choice, understanding, independence and sense of belonging in the setting
- ensure that all key workers use their skills to talk meaningfully with babies

- and toddlers to maximise their learning and development
- ensure that observations and records periodically summarise and clearly measure children's progress in the six areas of learning
- extend joint working with reception teachers and parents for children attending after school, so that their activities are individually planned to complement and consolidate each one's progress towards the early learning goals.

To fully meet the specific requirements of the EYFS, the registered person must:

- make more effective use of risk assessments in order to consistently assure the highest standards of safety and cleanliness throughout the nursery and on all outings (Safeguarding and welfare).

09/04/2009

The leadership and management of the early years provision

All adults demonstrate enthusiasm and the capacity to improve. They meet regularly to plan and review their work and renew their operational plan, prospectus, policies and procedures to reflect changing practice and requirements. Their individual appraisal plans, ongoing commitment to professional training, including the Foundation degree, and visits to high quality child care settings, all indicate drive to continuously improve and overcome weaknesses. In addition, quality assurance programmes, self-evaluation forms, action plans and 'brain-storming' visual aid plans focus upon ways to ensure that inclusion, parent partnership and children's welfare are prioritised in new ways. For example, a free flow of indoor and outdoor provision is planned, as is a 'Forest school' where outdoor experiences challenge traditional boundaries of discovery and learning to stay safe. More parental access to developmental records and more careful transfer arrangements to help children move up to the next room are also being implemented at present.

Parents are continuously included through supportive key worker relationships, daily diaries, feedback boards, monthly newsletters, questionnaires and parents' evenings. Good ideas are acted upon and social opportunities created, such as nativity plays in the local church. Children's achievements are contributed to and jointly celebrated with parents. For example, there are displays where parents add particular achievements their child has made and each child can plan what they particularly want to do today and have their parent enter it onto the sheet for the day. Most records, policies and procedures all efficiently support the safety of children in the setting. They are understood and followed by all staff and are explained clearly to parents through up to date prospectuses, displays and signed records. As a result, the setting stays suitably clean, orderly and safe.

Children feel secure because adults know about safeguarding and execute their responsibilities, using rotas, checklists and records to good effect. For example, fire evacuation practises, accurate registration of attendance, accident treatment,

medication administration and provision for dietary and health needs are all reliably undertaken and recorded. Staff are generally vigilant and remind children about safe and healthy conduct. However, risk assessments do not ensure that the indoor and outdoor environments stay as safe and clean as possible. For example, one nappy bin lid is broken, some children do not wash their hands straight after being in the pets corner, and sachets of medicine are left unnoticed within reach of children.

The quality and standards of the early years provision

The provision leads to children making good progress and showing positive attitudes to learning. Display space, equipment and resources are mostly stimulating, accessible and arranged to offer choices across the six areas of learning. Children frequently see the animals on the farm, including milking and occasionally calving. However, use of the enclosed outdoor play areas is not yet maximised and the toddler area is less understandable and stimulating for the children in it.

There is strong and effective team-working and key working throughout the nursery by well qualified, skilled and committed staff who have a thorough EYFS knowledge base. This means key workers confidently deliver a good balance of adult-led and child-initiated play and give good verbal feedback about children's progress to their parents. In the pre-school room, children have very good opportunities to plan what they want to do and to talk about it afterwards, which consolidates and extends their learning. Progress is well documented in individual children's progress files and next steps identified and incorporated into the general activity planning. This ensures that each child's needs are catered for. However, staff working with babies and toddlers on the day of inspection do not use their skills to the full to challenge and engage every child throughout the day's routine. In addition, children attending after school who are still in the EYFS do not yet have individualised input based upon joint working with parents and reception class teachers.

Children are well safeguarded and their welfare is very effectively promoted. This is because staff build strong relationships with their key children and make use of visual and musical prompts to help them understand what is happening now and next and to take a full part in caring for their own health, safety and well-being during the routines of the day. Children are helped, advised, shown and encouraged, so that they can wash their hands, dress for the cold outdoors, clear up, wipe their noses and dispose of the tissues. They are experiencing healthy lifestyles as they choose freely accessible fruit and water throughout the day and help to look after the pets in the pet corner. They eat together, serve their own meals, and play well together.

Children have a good sense of belonging in the setting and their enjoyment and achievements are good. They make good progress in relation to their starting points, capabilities and interests because the play environment and staff successfully enable them to be active, creative learners who choose activities, solve problems, join in and take a lead. For example, staff use simple sign

language and take extra time to ensure that children with learning disabilities can take their turn to choose and join in with songs, serve their own drinks and be part of circle story times. All children develop a good understanding of the natural world, their community, and other countries and cultures. For example, they take part in performances in the local church, see where their food comes from, and learn about the poorer countries they are raising money for by dressing up during 'Children in need' week.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.